ERIC Document Resume	See Instruction Sheet	DATE OF RESUME 6/7/65	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED000700	8144	OE-58001,2,4,6,7	

4. AUTHOR(S):
Division of Higher Education, Office of Education

5. TITLE OF DOCUMENT ABSTRACTED:
Teacher Education Series

6. PUBLICATION TITLE:
N.A.

7. EDITOR(S):
N.A.

8. PLACE OF ORIGIN
ORG. Office of Edu.
ST. Dept. of HEW
CITY. Wash., D.C.

9. PUBLISHER OR SOURCE
Office of Education
Dept. of Health, Edu., and Welfare

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.

TELE. EXT.
INST/LOC CODE

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TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
survey

16. INDEXING TERMS (6-12)

surveys	professional edu.	liberal arts		
teacher edu.	graduate education	Office of Edu.		
higher edu.	curriculum			

17. ABSTRACT (MAX. 250 WORDS)

A series of preliminary reports based on data derived from a comprehensive survey of fifth-year programs of classroom teacher education which lead to a master's degree or to recommendation for a teaching certificate. Data were reported by 462 institutions which offered 1,976 such programs. Individual copies of the five issues may be obtained from the Publications Inquiry Unit of the Office of Education.

Education Courses Taught in Fifth-Year Programs of Classroom Teacher Education in 1959–60, Henry Harap and Laura Lou McKie. *OE–58001*, June 1961, 10 p.

Systematic Five-Year Programs of Teacher Education, Henry Harap and Laura Lou McKie. *OE–58002*, July 1961, 7 p.

The Teaching Internship Program, Henry Harap. *OE–58004*, November 1961, 7 p.

Fifth-Year Preservice Programs for Graduates of Liberal Arts Colleges, Henry Harap. *OE–58006*, August 1962, 6 p.

Fifth-Year Programs of Classroom Teacher Education: A Digest of the Survey Report, Henry Harap. *OE–58007*, July 1962, 10 p.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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TEACHER EDUCATION SERIES

8144

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE Office of Education

June 1961 (pen ##)

OE-58001

EDUCATION COURSES TAUGHT IN FIFTH-YEAR PROGRAMS OF CLASSROOM TEACHER EDUCATION IN 1959-60

By Henry Harap, Specialist in Teacher Education
and Laura Lou McKie, Research Assistant

This study of education courses is one outgrowth of a comprehensive survey of fifth-year programs of classroom teacher education which lead to a master's degree or to recommendation for a teaching certificate. The extensive survey is concerned with the programs of study for qualified teachers seeking self-improvement as well as recent or mature college graduates seeking to qualify for classroom teaching. The teaching levels covered in this project range from early childhood education through the senior high school. Programs designed primarily for supervisors, administrators, counselors, and college teachers are not included.

Scope of the Study of Education Courses

This paper is confined to a study of education courses as reported in the comprehensive questionnaire used in the survey of fifth-year programs of classroom teacher education. The director of each program was requested to list the course titles taken by a typical student. This report deals, therefore, not with the total enrollment in specific courses, but with the frequency with which such courses were reported within typical programs. No differentiation was made between required and elective courses. The courses in the teaching majors and general academic studies were not studied for this particular report; the tabulation was limited to education courses. Eventually we will report a tabulation of the percentage of each program devoted to professional courses, teaching specializations (subject majors), general studies, and electives. At this time, these data are in the process of machine tabulation.

For purposes of this investigation, 1,199 usable programs in an estimated 440 institutions were identified.* When broken down by teaching

*This study of education courses represents approximately 61 percent of the 1,976 programs reported by the 462 institutions participating in the comprehensive survey. These constitute 98 percent of all institutions which conduct fifth-year programs of classroom teacher education. The programs which were excluded from the present study were those which failed to list the courses taken by a typical student; those which contained no education courses; and those which were too vague to be usable. We are confident that the 1,199 programs in this study are representative of all the programs in the comprehensive survey which will be reported later in a separate publication.

levels, the programs included those designed for students in early childhood education, in elementary education, in secondary education, and for unspecified grade levels.

The term education courses in this project applies to those studies which are concerned with the theory and practice of teaching and learning. While most of these courses are taught by members of the department of education, a great many of them are taught by instructors in various other departments of universities, liberal arts colleges, teachers colleges, and other professional schools which conduct fifth-year programs of classroom teacher education.

The Organization of Course Titles Under Major Categories

The major categories of education courses in this study followed no conventional pattern. Each of the following categories or broad fields consists of a meaningful group of related subjects: curriculum and teaching; general fields of education; foundations of education; educational research and statistics; special education; and specialized teaching fields. For example, the major category, general fields of education, includes offerings in adult education, college education, core curriculum, early childhood education, educational administration, elementary education, guidance, junior high school education, library science, parent education, and secondary education.

The Selection and Classification of Specific Course Titles

The specific entries listed under each major category were the most commonly recognized course titles. Some of these courses were actually very broad. For example, while guidance appeared only once, at least 15 variants or subdivisions of this professional field were listed in the courses taken by the typical students.

The reader is reminded that while programs for supervisors, administrators, counselors, and college teachers were not included in this study, many courses in these fields were taken by active or potential classroom teachers and therefore appear in this tabulation of education courses.

It should be noted that the courses in the last two major categories of special education and specialized teaching fields were deliberately classified separately for majors and nonmajors. It was felt that it would be more meaningful to differentiate between the more advanced specialized courses for the specialist and the more general and less difficult courses for the nonspecialist. For example, mental health falls into the major category of special education but in no case was this course taken by a specialist in this field. Rather, this course was classified for nonmajors.

Description of Broad Course Titles

The multiplicity of titles of education courses is understandable when one considers that the study encompasses fifth-year programs in a wide variety of teaching positions and fields of specialization such as elementary or secondary education, academic teaching fields, nonacademic teaching fields, and the arts. The list of variants of the specific course

titles used in the table would be too long for inclusion in this paper, but a brief explanation of the scope of some of the broader classifications will be helpful.

Special Methods of Teaching applies to courses dealing with the method of teaching one subject such as English or a broad field such as social studies.

Elementary Education and Secondary Education are concerned with basic principles, issues, and practices as distinguished from the scope and sequence of subjects in the elementary and secondary curriculum.

Educational Administration encompasses such course titles as elementary school principalship, district school administration, school finance, school law, and care and construction of buildings.

Guidance is a broad field which includes such courses as counseling and guidance, personnel and guidance, occupational and educational information, and vocational guidance.

Contemporary Problems in American Education is occasionally used as a course title but it also serves as a convenient rubric for related titles such as current problems in education, crucial issues, trends in education.

Educational Psychology includes such related subjects as child growth and development and theories of learning.

Educational Sociology covers such courses as social foundations of education, school and society, school-community relationship, and intergroup education.

Measurement and Statistics includes statistics, tests and measurements, and evaluation of instruction.

Seminar in Education connotes the advanced treatment of subjects like teaching theory, elementary education, etc. The seminar frequently involves the discussion of the results of independent study and individual investigation of problems.

Analysis of Course Titles in Each Major Category

The table of education courses involves the classification of 7,658 course titles which, according to frequency, were distributed among the several major categories as follows: curriculum and teaching, 1,635; general fields of education, 834; foundations of education, 1,885; educational research and statistics, 1,253; special education, 576; and specialized teaching fields, 1,475. When converted into percentages, the relative importance of the several broad groups of course titles in all the participating programs is: foundations of education, 25 percent;

curriculum and teaching, 21 percent; specialized teaching fields, 19 percent; educational research and statistics, 16 percent; general fields of education, 11 percent; and special education, 8 percent.

Curriculum and Teaching. Nearly 40 percent of the course titles in this category are in special methods of teaching, thus making it the most widely taught subject in curriculum and teaching. Next to special methods of teaching the most common course is concerned with the process of curriculum development as contrasted with a study of the scope of the curriculum.

The inclusion of fifth-year preservice programs for recent and mature college graduates probably accounts for the higher frequency of courses in curriculum and methods. These programs also account for the number of offerings in student teaching and internship.

General Fields of Education. This block of courses in the general fields of education is favored in programs of secondary education. The general courses in the fields of early childhood, elementary, and secondary education are not very common. They usually deal with the basic principles of education but they may overlap the courses in curriculum and method.

The courses in educational administration and guidance are very popular despite the exclusion of programs for administrators and counselors in this survey of post-baccalaureate fifth-year programs of classroom teacher education.

The courses in administration and guidance are chosen about three times as frequently by secondary school teachers as by elementary school teachers. Presumably, the men and women in secondary education aspire, eventually, to become administrators.

Foundations of Education. The frequency of courses in the foundations of education definitely indicates that these fields play an important role in fifth-year programs of classroom teacher education. Indeed, educational psychology, philosophy of education, and educational sociology -- the three courses with highest frequency in this group -- often form the core of courses required of candidates for the master's degree. The history of education does not fall too far behind educational sociology and sometimes replaces it in the required core of education courses. A small minority of the programs contain courses in introduction to graduate study, contemporary problems of education, and comparative education.

Educational Research and Statistics. Despite the decline in the thesis requirement, the data show that educational research is still a very important ingredient of graduate teacher education on the fifth-year level. Measurement and statistics which includes not only statistical methods but also the construction and use of tests has a higher frequency than any of the courses in educational foundations except educational psychology. The courses in educational research take on a

variety of forms. In addition to the general courses, the emphasis of research is shown in such activities as seminars in education, thesis seminars, and research in the specialized teaching fields.

Special Education. The most surprising fact that emerges from this tabulation in special education for teachers is that 10 times as many courses are offered in the teaching of mentally retarded learners as are offered in the teaching of gifted learners. The courses offered and their frequencies were:* mentally retarded, 163; remedial reading, 149; physically handicapped, 84; mental health, 80; speech correction, 66; special education unspecified, 18; and gifted learner, 16. The majority of these courses are not differentiated for a particular teaching level. When the courses are differentiated they fall on the elementary school level three times as often as the secondary school level.

The data in this block of courses in special education are given separately for majors and nonmajors. The courses in mental health are taken exclusively by students who are not majors in special education. Remedial reading is more frequently taken by nonmajors than majors in this field. It appears that the course for the mentally retarded learner of elementary school age is taken as often by the nonmajor as by the major in special education. The course in speech correction attracts specialists and nonspecialists in the ratio of 3 to 2.

Specialized Teaching Fields. The courses in this large block of specialized teaching fields are spread over many subjects. The data merely reflect the number of available courses in these fields. These were: music education, 237; business education, 199; health and physical education, 175; industrial education (nonvocational), 177; home economics education, 167; agricultural education, 164; physical education, 109; art education, 102; health education, 70; vocational education, 46; recreation, 15; and distributive education, 14.

Approximately three-fifths of the courses in the specialized teaching fields were for the secondary education level. About one-third of the courses in the specialized teaching fields were offered to students on unspecified teaching levels, meaning presumably that they were available to students in elementary education as well as secondary education. This was particularly true of the courses in health and physical education, art, music, and home economics.

With the exception of the fields of health, art, and music education, the courses in specialized nonacademic teaching fields were taken almost wholly by majors. The typical nonmajor took no courses in agricultural, business, or home economics education.

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*In the sections on special education and specialized teaching fields of the table on pages 7 and 8, the relative frequencies of the several courses are expressed in terms of the total number of courses for majors and nonmajors.

Tabulation of Education Courses in All Typical Programs

The following table lists the education courses taken by students in 1,199 typical fifth-year programs of classroom teacher education in 1959-60. These included 14 programs designed for students in early childhood education; 239 programs in elementary education; 616 programs in secondary education; and 330 programs designed for students in unspecified grade levels. The programs in secondary education outnumbered those on the lower school levels because they are more frequently offered separately for each of the various teaching fields such as science or agriculture.

NUMBER OF TIMES SPECIFIED EDUCATION COURSES WERE TAKEN BY STUDENTS IN 1,199 TYPICAL FIFTH-YEAR PROGRAMS OF CLASSROOM TEACHER EDUCATION IN THE UNITED STATES: 1959-60 BY TEACHING LEVEL

Education Course Title	All Typical Programs	Programs In			
		Early Childhood Education	Elementary Education	Secondary Education	Unspecified Teaching Levels
CURRICULUM AND TEACHING					
Special Methods of Teaching	640	14	398	194	34
Curriculum Development	181	5	57	81	38
Secondary School Curriculum	170	---	2	154	14
Elementary School Curriculum	131	4	114	3	10
Audiovisual Education	115	---	35	62	18
Supervision of Teaching	108	2	40	46	20
Student Teaching and Internship	106	10	30	44	22
General Methods of Teaching in Secondary School	100	---	---	91	9
General Methods of Teaching in Elementary School	63	1	58	1	3
General Methods of Teaching, Level Unspecified	15	---	---	3	12
Seminar in Student Teaching	6	---	4	1	1
Total	1,635	36	738	680	181
GENERAL FIELDS OF EDUCATION					
Guidance	335	2	56	185	92
Educational Administration	263	---	52	150	61
Secondary Education	78	---	---	64	14
Elementary Education	69	1	63	---	5
Early Childhood Education	32	14	13	2	3
Junior High School Education	20	---	1	19	---
Library Science	9	---	6	2	1
Parent Education	9	2	4	2	1
Core Curriculum	7	---	1	6	---
Adult Education	6	---	---	5	1
College Education	6	---	---	5	1
Total	834	19	196	440	179

Education Course Title	All Typical Programs	Programs In Early Childhood Education	Elementary Education	Secondary Education	Unspecified Teaching Levels
FOUNDATIONS OF EDUCATION					
Educational Psychology	812	20	250	356	186
Philosophy of Education	362	4	85	185	88
Educational Sociology	232	9	70	96	57
History of Education	160	2	42	85	31
Contemporary Problems in American Education	88	1	26	44	17
Introduction to Graduate Study	76	1	20	32	23
Educational Foundations	68	---	18	33	17
History and Philosophy of Education	47	1	11	26	9
Comparative Education	40	---	10	17	13
Total	1,885	38	532	874	441
EDUCATIONAL RESEARCH AND STATISTICS					
Educational Research	508	6	131	233	138
Measurement and Statistics	422	4	103	209	106
Seminar in Education	141	1	48	65	27
Research in Specialized Teaching Fields	94	---	---	57	37
Thesis or Research Seminars	53	4	21	16	12
Readings in Education	23	2	7	9	5
Readings in Specialized Teaching Fields	12	---	---	8	4
Total	1,253	17	310	597	329
SPECIAL EDUCATION					
Mentally Retarded Learner	163				
Major 120		---	24	---	96
Nonmajor 43		2	26	8	7
Remedial Reading	149				
Major 68		---	21	7	40
Nonmajor 81		---	57	10	14
Physically Handicapped	84				
Major 76		---	---	---	76
Nonmajor 8		---	5	---	3
Mental Health	80				
Major ---		---	---	---	---
Nonmajor 80		2	19	29	30
Speech Correction	66				
Major 40		---	6	5	29
Nonmajor 26		---	9	2	15
Special Education, Unspecified	18	---	---	---	18
Gifted Learner	16				
Major 7		---	5	---	2
Nonmajor 9		1	4	---	4
Total	576	5	176	61	334

Education Course Title	All Typical Programs	Programs In Early Childhood Education	Elementary Education	Secondary Education	Unspecified Teaching Levels
SPECIALIZED TEACHING FIELDS					
Music Education:	237				
Major 210		---	---	19	191
Nonmajor 27		3	20	---	4
Business Education:	199				
Major 199		---	---	199	---
Nonmajor ---		---	---	---	---
Industrial Education (nonvocational):	177				
Major 174		---	---	168	6
Nonmajor 3		---	1	---	2
Health and Physical Education:	175				
Major 167		---	---	69	98
Nonmajor 8		---	6	2	---
Home Economics Education:	167				
Major 167		---	---	138	29
Nonmajor ---		---	---	---	---
Agricultural Education:	164				
Major 164		---	---	157	7
Nonmajor ---		---	---	---	---
Physical Education:	109				
Major 101		---	---	46	55
Nonmajor 8		---	8	---	---
Art Education:	102				
Major 61		---	2	4	55
Nonmajor 41		2	35	3	1
Health Education:	70				
Major 47		---	---	25	22
Nonmajor 23		3	13	2	5
Vocational Education:	46				
Major 38		---	---	38	---
Nonmajor 8		---	---	7	1
Recreation:	15				
Major 11		---	---	6	5
Nonmajor 4		---	1	1	2
Distributive Education:	14				
Major 13		---	---	13	---
Nonmajor 1		---	---	1	---
Total	1,475	8	86	898	483
GRAND TOTAL	7,658	123	2,038	3,550	1,947

Condensed List of Most Common Education Courses

Thus far the analysis of education courses was considered within the limits of each of the six major fields of professional education. At this point the list is condensed to the most common education courses in all the typical fifth-year programs of classroom teacher education. These do not include the more strictly specialized courses which are rarely taken by students who major in other fields. The few courses which include a small minority of nonspecialists are health, art, and music education.

The most common course titles in fifth-year programs of classroom teacher education and their frequencies are:

Educational Psychology	812	Educational Sociology	232
Special Methods of Teaching	640	History of Education	207
Educational Research	508	Seminar in Education and Research	194
Measurement and Statistics	422	Curriculum Development	181
Philosophy of Education	409	General Methods of Teaching	178
Guidance	335	The Mentally Retarded Learner	163
Curriculum (Elementary, Secondary)	301	Remedial Reading	149
Educational Administration	263		

An examination of the above list of most common courses suggests that some stem largely from programs for qualified teachers and some from programs for inexperienced recent and mature college graduates. The courses which appear to have an inservice emphasis are: educational sociology, curriculum development, guidance, educational administration, educational research, measurement and statistics, seminar in education, the mentally retarded learner, and remedial reading.

The courses which appear to have a preservice emphasis are educational psychology (including child growth and development), history of education, philosophy of education, curriculum, special methods of teaching, and general methods of teaching.

The separation of the two groups of courses does not imply that some courses are not taken by both teachers-in-service and teachers-in--preparation. Advanced courses of educational psychology and educational philosophy are very frequently chosen by candidates for the master's degree. Most of the titles of graduate professional courses have their counterparts on the undergraduate level.

Summary

1. Using the number of courses taken as a measure of emphasis, the relative position of the six major fields of fifth-year classroom teacher education was in the following order: foundations of education, curriculum and teaching, specialized teaching fields, educational research and statistics, general fields of education, and special education.

2. The most widely taught subject in curriculum and teaching was special methods of teaching which, after a sharp drop in frequency, was followed by curriculum development and the secondary school curriculum.

3. Educational psychology appeared more than twice as frequently in typical fifth-year programs of classroom teacher education as any other course in the broad field of foundations of education. In addition to educational psychology the most common course titles were philosophy of education and educational sociology.

4. The courses in educational administration and guidance were frequently chosen by classroom teachers particularly on the secondary school level.

5. Educational research is a very important part of graduate teacher education on the fifth-year level despite the decline in the requirement of a thesis.

6. Ten times as many courses were taken in the teaching of mentally retarded learners as were taken in the teaching of gifted learners.

7. The education course titles which appeared most frequently in students' fifth-year programs of classroom teacher education were educational psychology, special methods of teaching, educational research, measurement and statistics, philosophy of education, and guidance.

8. The courses which appear to have an inservice emphasis are: educational sociology, curriculum development, guidance, educational administration, educational research, measurement and statistics, seminar in education, the mentally retarded learner, and remedial reading.

9. The courses which appear to have a preservice emphasis are: educational psychology (including child growth and development), history of education, philosophy of education, curriculum, special methods of teaching, and general methods of teaching.

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Division of Higher Education

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TEACHER EDUCATION SERIES

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE Office of Education

July 1961
(per HH)

OE-58002

SYSTEMATIC FIVE-YEAR PROGRAMS OF TEACHER EDUCATION

By Henry Harap, Specialist in Teacher Education
and Laura Lou McKie, Research Assistant

This brief study of systematic five-year programs of preparation for teaching is a byproduct of a comprehensive survey of fifth-year programs of classroom teacher education which lead to a master's degree or to recommendation for a teaching certificate. The extensive survey of practices and policies in 1959-60, to be published later in a separate monograph, is concerned with programs of study for: (1) qualified teachers seeking self-improvement; (2) recent or mature college graduates seeking to qualify for classroom teaching; and (3) prospective teachers in the fifth year of a systematic five-year program.

This particular paper is confined to an analysis of programs in the third group, that is, those designed for students who are committed to a plan of five years of continuous preparation for teaching. Unlike the comprehensive survey which involved only the fifth year, this supplementary study is concerned with the total program of five years.

The director of each program was requested to check the type of student for whom it was designed. It was found that 123 institutions reported that they offered 245 programs for students in a systematic five-year curriculum of teacher education. These 123 institutions constituted 26 percent of the 462 institutions which conducted fifth-year programs of classroom teacher education, and the 245 programs constituted 12 percent of the 1,976 programs offered by these 462 institutions.

Some of the programs were designed exclusively for college students in five-year programs, and some were offered in combination with other programs for post-baccalaureate students. Exactly 100 institutions offered 214 programs of the combined type. Only 23 institutions offered 31 programs specifically designed for students in continuous and unified five-year programs.

The formal recognition awarded upon completion of all five-year programs, with the number of institutions awarding each, were: master's degree, 41; recommendation for state certification, 18; master's degree and recommendation for state certification, 58; bachelor's degree, 1; bachelor's degree and recommendation for state certification, 5.

Analysis of Programs Specifically Designed for Students in Five-Year Sequences

A further and more detailed analysis was limited to the 31 programs specifically designed for students in five-year programs. It was felt that these programs, unencumbered by offerings for teachers or college graduates, would be more likely to reveal the distinctive characteristics of coherent five-year programs of teacher education.

The purpose of the analysis was to ascertain a few basic facts easily obtainable from the responses contained in the questionnaires and from the college catalogs of the 23 institutions offering at least one integrated five-year program. The data, recorded on a check sheet for each institution, covered such aspects as the continuity of the program; the teaching levels; requirements for completion of the program; the curriculum patterns; and the sequence of education courses.

California and the District of Columbia, which require five years of preparation for a beginning high school teacher, accounted for 9 of the institutions, while Connecticut, Indiana, New York, and Oregon which require a fifth year of college work within a specified period after initial service accounted for 8 of the institutions that offer continuous five-year programs. In other words, 74 percent of the institutions were concentrated in states which require an unbroken sequence of five years or a deferred fifth year of preparation for teaching in high schools.

When broken down by types of institutions, the distribution was: universities, 6; liberal arts colleges (including 4 state colleges in California), 10; teachers colleges (consisting of 3 state colleges of education in New York), 3; and other professional schools, 4. It was found furthermore that five institutions offered these programs in special teaching fields distributed as follows: agricultural education, 2; art, 2; and music, 1. As the five-year programs were examined, they revealed traces of the special influences of the several kinds of institutions, as well as the requirements of the states in which five years of preparation were required for a regular teaching certificate.

The five-year programs were designed for all teaching levels from early childhood to the senior high school, but nearly 70 percent of these programs were for potential secondary school teachers. The distribution of

programs among the several school levels and the number of institutions offering a program on each level were as follows: elementary school, 5; secondary school, 13; all school levels, 7.

When broken down into more specific subdivisions, the distribution was: early childhood and elementary school, 2; elementary school, 1; elementary and junior-senior high school, 4; junior high school, 2; junior-senior high school, 11; high school, 2; and all school levels, 3.

Diversity of Curriculum Patterns

The number of semester hours required to complete the five-year programs ranged from 148 to 175 semester hours, but the requirements of 63 percent of these programs fell within the interval of 154 to 160 semester hours.

On the basis of this analysis, it may be said that the systematic five-year programs were designed primarily for students who sought to qualify for state certification in 24 or 77 percent of the 31 programs. However, the master's degree was combined with certification in 7 programs and the bachelor's degree was combined with certification in 3 programs. In addition, 4 programs terminated only in a master's degree; two programs in a bachelor's degree; and one program in two bachelor's degrees.

The greatest diversity of practice lay in the sequence of courses in general education, subject matter specialization, and professional education. No single predominant curriculum framework emerged. In broad outline, the programs fell into four major curriculum patterns:

1. A year of professional education added to a four-year liberal arts program (4 institutions).

2. Two years of general education followed by a three-year program of professional education, including subject matter specialization (4 institutions).

3. General education, subject matter specialization, and professional education integrated in each year of the five-year program (4 institutions).

4. Two years of subject matter and general education plus three years of subject matter and professional education (2 institutions).

The remaining patterns, each with a frequency of one institution, consisted of other different combinations of general education, professional education, and subject matter specialization. The courses in general education in the five-year programs were almost wholly given on the undergraduate level. The bulk of the course work in the student's teaching major was done on the undergraduate level.

Professional Course Offerings

The courses in the field of education began most frequently in the junior year of the five-year program. The distribution among the various programs of the years in which education courses were first offered was: freshman year, 4 programs; sophomore year, 5 programs; junior year, 18 programs; senior year, 1 program; and no response, 3 programs.

Apprenticeship took the form of both practice teaching and internship. Practice teaching was done in the fifth year in 12 programs; the fourth year in 8 programs; and the fourth or fifth year in 1 program. Internship fell in the fifth year in 3 programs. The year of apprenticeship was not designated in 7 programs.

The total number of credit hours required in education courses ranged from 15 to 73 semester hours, the median being 30 semester hours. The variation was due to different state requirements for certification or to institutional requirements for the school level and teaching specializations. The distribution of the total number of required semester hours in education is shown in Table 1.

Table 1.--Number of Semester Hours in Education Required in Systematic Five-Year Programs of Classroom Teacher Education

Number of Semester Hours	Number of Programs
15 - 24	9
25 - 34	6
35 - 44	5
45 - 54	1
55 - 64	2
65 - 74	2
No response	7
Total	31

The work in education was about equally divided between graduate and undergraduate courses, but the average number of semester hours earned in these courses was greater on the graduate level than on the undergraduate level.

Summary of Characteristics

In summary, the major characteristics of systematic five-year programs of classroom teacher education were:

1. Nearly three-quarters of the five-year programs were concentrated in states which require an unbroken sequence of five years or a fifth year of preparation within a specified period after initial employment.

2. While the five-year programs were designed for all teaching levels, nearly 70 percent of these programs were for potential secondary school teachers.

3. The median number of semester hours required to complete the five-year program was 157.

4. The major function of 77 percent of the five-year programs was to prepare students to qualify for a state teaching certificate.

5. The five-year programs fell into four major curriculum types, but no single pattern of distribution among the areas of general education, subject matter specialization, and professional education emerged.

6. The bulk of the course work in the student's teaching major was done on the undergraduate level.

7. The courses in the field of education began most frequently in the junior year.

8. Practice teaching was most frequently done in the fifth year of five-year programs.

9. The median number of credit hours required in education courses was 30 semester hours.

10. The work in education was about equally divided between graduate and undergraduate courses.

Institutions Which Offer Systematic Five-Year Programs of Classroom Teacher Education

The following list of 123 institutions reported that they offered systematic five-year programs of teacher education in 1959-60. Only 23 of these institutions, indicated by an asterisk (*), offered programs specifically designed for students in continuous and unified five-year programs.

ALABAMA
- Livingston State College

ARIZONA
- University of Arizona

CALIFORNIA
- *Cal. State Polytechnic College
- Chapman College
- *Chico State College
- College of the Holy Names
- College of the Pacific
- Dominican College of San Rafael
- Fresno State College
- Humboldt State College
- Immaculate Heart College
- *Long Beach State College
- *Los Angeles State College
- Loyola Univ. of Los Angeles
- Mills College
- Mount St. Mary's College
- *Occidental College
- *Sacramento State College
- San Diego State College
- San Fernando Valley State Col.
- San Fran. College for Women
- San Fran. State College
- San Jose State College
- *Stanford University
- Univ. of Cal. - Berkeley
- Univ. of Cal. - Davis
- *Univ. of Cal. - L. A.
- Univ. of Redlands
- Univ. of San Francisco
- Univ. of Santa Clara
- Univ. of Southern Cal.
- Whittier College

COLORADO
- Colorado State College

CONNECTICUT
- *Hartt College of Music
- Hillyer College

DISTRICT OF COLUMBIA
- American University
- *George Washington University

FLORIDA
- Florida State University
- University of Florida
- University of Miami

HAWAII
- *Jackson College

IDAHO
- University of Idaho

ILLINOIS
- American Conservatory of Music
- Illinois State Normal University
- Northern Illinois University
- Northwestern University
- *St. Xavier College
- Southern Illinois University
- University of Chicago
- *University of Illinois
- Western Illinois University

INDIANA
- De Pauw University
- Indiana University
- *John Herron Art School

IOWA
- Iowa State Teachers College

KANSAS
- Kansas State College of Pittsburg
- University of Wichita

MASSACHUSETTS
- Boston Conservatory of Music
- Emerson College
- Lesley College

MICHIGAN
Emmanuel Missionary College
University of Michigan
Wayne State University
Western Michigan University

MINNESOTA
Mankato State College
Moorhead State College
University of Minnesota
Winona State College

MISSOURI
*Washington University

MONTANA
Eastern Montana College of Education
Montana State University

NEW JERSEY
Jersey City State College
Rutgers, The State University

NEW MEXICO
New Mexico Highlands University
University of New Mexico

NEW YORK
*Adelphi College
Alfred University
Canisius College
*Colgate University
Cornell University
Hobart and William Smith Colleges
Queens College
St. Bernardine of Siena College
St. Bonaventure University
St. Lawrence University
*SUNY College of Education at Albany
*SUNY College of Education at Geneseo
SUNY College of Education at New Paltz
*SUNY College of Education at Oneonta
SUNY College of Education at Plattsburgh
University of Buffalo

OHIO
Ohio University

OKLAHOMA
East Central State College

OREGON
*Marylhurst College
Oregon State College
University of Oregon
University of Portland
Willamette University

PENNSYLVANIA
*Carnegie Institute of Technology
University of Pittsburgh
Villanova University

TENNESSEE
*Fisk University
Tennessee Polytechnic Institute
University of Tennessee

TEXAS
A & M College of Texas
East Texas State College
Texas Technological College
University of Houston
West Texas State College

UTAH
Brigham Young University
Utah State University
University of Utah

VERMONT
University of Vermont

VIRGINIA
Longwood College

WASHINGTON
Central Wash. Col. of Education
University of Puget Sound
Eastern Wash. Col. of Education
Pacific Lutheran College
Washington State University
Western Wash. Col. of Education

WEST VIRGINIA
West Virginia University

WYOMING
University of Wyoming

GPO 912534

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TEACHER EDUCATION SERIES

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE Office of Education

August 1962
OE-58006

FIFTH-YEAR PRESERVICE PROGRAMS FOR GRADUATES OF LIBERAL ARTS COLLEGES[1]

By Henry Harap
Specialist for Teacher Education

The purpose of this publication is to make an analysis of fifth-year preservice programs for graduates of liberal arts colleges. In the course of development, programs for college graduates took several specialized forms, such as programs for internship teaching, intensive training programs, certification programs, programs leading to the Master of Arts in Teaching, and programs for retired armed services personnel.

The programs for recent college graduates were created for young people in liberal arts colleges who had made a late decision to pursue a teaching career, and others who had deliberately chosen to build a program of professional preparation on a strong foundation of liberal education. Mature college graduates are frequently homemakers who have returned to college to prepare themselves for teaching. In addition, an increasing number of college-bred retired members of the armed forces are choosing teaching as a second occupational career.

Approximately one-fourth of the separately defined programs for college graduates originated before 1940; between 1950 and 1960 76 percent of them came into existence. Before 1950 a number of liberal arts colleges and teachers colleges introduced such programs in order to relieve the shortage of teachers. The rapid spread of programs for college graduates in the last decade was stimulated by the experimental programs undertaken by several institutions in the early fifties with the financial assistance of the Ford Foundation.

This analysis is limited to the 183 programs conducted exclusively for college graduates who previously had not been enrolled in a program of teacher education. Although 129 institutions offered these programs in 33 States, 64 (50 percent) of these institutions were located in States which required 5 years of preparation for a beginning high school teacher or a fifth year within 5 or 10 years after initial employment.

In 1959-60 about 1 in every 10 programs had the financial support of an external agency.

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[1] This paper is one segment of the final report of a survey of 1,976 fifth-year programs of classroom teacher education conducted by 462 colleges and universities which will be published later by the United States Office of Education.

The following bulletins are available upon request from the Division of Higher Education, U. S. Office of Education, Washington 25, D. C.:

OE-58001: Education Courses Taught in Fifth-Year Programs of Classroom Teacher Education in 1959-60;
OE-58002: Systematic Five-Year Programs of Teacher Education;
OE-58004: The Teaching Internship Program;
OE-58005: Teacher Preparation: 5 Year Programs (Reprint from *School Life*);
OE-58007: Fifth-Year Programs of Classroom Teacher Education: A Digest of the Survey Report.

Among these, nine programs were the beneficiaries of grants from the Ford Foundation, the assistance for the remainder coming from a variety of other sources.

Types of Institutions Offering Preservice Programs

Since graduate study is a traditional function of a university, it was not surprising to find that 58 universities conducted 45 percent of the separately defined programs for college graduates without previous professional courses. Liberal arts colleges, having awakened to an obligation to provide a new occupational outlet for many of their graduates, were not far behind the universities, with 42 institutions offering 33 percent of the programs. These were followed by 26 teachers colleges offering 20 percent, and 3 other professional schools offering 2 percent.

The unit responsible for the administration of these programs varied among the institutions and, in at least four instances, within the institution. The most common administrative unit of these preservice programs for college graduates was the school of education, which directed 50 of the 165 responding programs. The remaining administrative units were department of education, 33 programs; division of graduate studies, 28; graduate school, 26; subject department, 14; graduate school and school of education, 5; and other units, 9. Although 10 percent did not respond to this question, the bias is not thought to be significant.

This distribution did not parallel the usual division of responsibility for the administration of graduate programs of teacher education because these fifth-year programs were strictly preprofessional curriculums, many of which had an undergraduate tinge. For example, the department of education, particularly in liberal arts colleges, administered proportionally three times as many of these programs as unclassified fifth-year programs. In this setting of preservice education, the relative positions of the graduate school and the school of education were reversed, the latter playing a far more important part in the handling of programs for inexperienced college graduates.

The preservice programs for recent and mature college graduates were available on all teaching levels from early childhood to the senior high school. The number of programs offered on each teaching level included the following: Early childhood education, 7; elementary education, 49; early childhood and elementary education, 25; elementary and secondary education, 37; and secondary education, 65.

Requirements for Completion of the Program

An analysis of the formal recognition given upon completion of the programs shows that their primary function was to qualify the students for a teaching certificate. Of 183 programs, 159 culminated in a recommendation for certification, although a professional or academic degree was combined with certification in 86 of these programs. Only 23 programs led exclusively to a master's degree although the students in these programs would usually be also eligible for a teaching certificate. One program did not specify the type of formal recognition granted.

The degrees awarded simultaneously with recommendation for certification consisted of 78 master's degrees and 8 bachelor's degrees. The 78 master's degrees included 51 professional degrees, 26 academic degrees, and 1 professional or academic degree.

The degrees awarded upon completion of the preservice program for college graduates varied considerably. In fact, nine different degrees were conferred upon the candidates in these preservice programs for college graduates. In a few cases the student had a choice between a professional or academic degree; also between an arts and a science degree. The frequency of each type of awarded degree was master of arts, 28; master of education, 18; master of arts in teaching, 15; master of science, 8; bachelor of science, 8; bachelor of arts, 2; and master of music education, 1.

The credit-hour requirements for the completion of programs for recent and mature college graduates varied widely, the range being from 22 to 53 semester hours. Nearly

53 percent of the programs required the candidate to carry the normal graduate student's load of 30 semester hours. The 14 percent of the programs that fell below the requirement of 30 semester hours probably required the student to accumulate just enough credits to qualify for certification. Conversely, the 33 percent of the programs involving a requirement in excess of the normal load probably required the student to earn additional credit hours to qualify for a master's degree.

Since the programs were primarily for students seeking to qualify for a teaching certificate, very few included the requirement of a thesis or project. To be more specific, only 10 programs required a thesis; 7 required a project; and 3 required a thesis or a project. Nearly one-third of the programs administered a comprehensive examination upon completion of the course sequence. Thirty-seven programs prescribed a written examination; 6, an oral examination; and 17, a written and oral examination.

These programs for college graduates without teaching experience obviously had to provide directly or indirectly for student teaching or internship. Such apprenticeship was required in 166 programs and was optional in the remainder. Student teaching was required in 134 programs, internship in 32.

Fifth-Year Differentiation of Courses

When asked how the fifth-year courses were differentiated, 25 percent reported that there was no difference between the graduate courses and similar courses on the undergraduate level. In addition, 10 percent, being more specific, stated that some courses were identical for both graduate and undergraduate students. No attempt was made to distinguish between professional courses and the academic disciplines; nevertheless, 7 percent added the comment that only the professional courses differed somewhat from the undergraduate courses.

Of the respondents, 35 percent stated definitely that the graduate courses were more advanced, and 10 percent indicated that they were more rigorous in a limited way, such as placing greater emphasis on research and independent study. Thirteen percent reported that the courses were adjusted to the maturity of the students.

An analysis of the responses indicated that 45 percent of the graduate courses were wholly or partially more exacting; 42 percent were predominantly the same as the undergraduate courses; and 13 percent were adjusted to the maturity of the students. There was less differentiation between graduate and undergraduate courses in the specially designed preservice programs for college graduates than for students in all fifth-year programs of classroom teacher education.

Secondary education programs, more frequently than others, were pitched to the graduate level. They usually included courses in the candidate's teaching field, some of the courses having to meet standards prescribed by the graduate school or division. The intellectual depth of secondary education programs is borne out by the fact that 60 percent of the courses in the secondary school programs were more advanced in content than were similar undergraduate courses, as compared with 34 percent of the courses in the elementary school programs.

This analysis of fifth-year differentiation showed that only 45 percent of the courses in the specially designed preservice programs for college graduates were more advanced than comparable undergraduate courses; that the programs in secondary education, usually related to a teaching major, were more frequently of graduate quality; that the programs in elementary education, being predominantly professional, were largely pitched to the undergraduate level; and that the professional fifth-year courses were more nearly on the same depth level than were fifth-year academic courses, when each group was compared with similar undergraduate courses.

Curricular Emphasis

Courses taken by a typical student were reported by 145 programs. For purposes of analysis, these courses were divided into components: Professional education, the teaching

field, general studies, and electives. The programs geared to college graduates were chiefly in the field of professional education.

Of the courses required for completion of the program, the proportion of credit hours allotted to those in education ranged from 31 to 100 percent, with an average of 80 percent. It is interesting to note that 29 programs consisted wholly of professional courses.

The proportion of credit hours in the student's teaching field as reported in 79 programs ranged from 6 to 100 percent, or an average of 30 percent. One program was devoted wholly to subject matter.

Only 7 of 145 responding programs made a provision for general studies, the proportion of credit hours ranging from 5 to 20 percent, the average being 13 percent.

A provision for electives was reported in 23 of the 145 responding programs, the proportion ranged from 10 to 60 percent, or an average of 18 percent.

The curricular emphasis on professional courses and teaching fields varied with the teaching level. In elementary education an average of 88 percent of all the courses was devoted to professional education, in secondary education, 69 percent. Conversely, the relative emphasis on the teaching major was greater in secondary than elementary education programs, the percents being 33 and 19 respectively.

According to the directors, the strong points of the programs for recent and mature college graduates included the following: Attraction of strong liberal arts graduates into teaching, close contacts with actual school problems and teaching situations, close cooperation with public schools, attention to individual needs of students, strong program of professional education, close relationship between theory and practice, and ability to earn a master's degree and a teaching certificate.

Summary

1. The fifth-year preservice programs for recent and mature college graduates took five special forms: Internship teaching, intensive training, certification, Master of Arts in Teaching, and programs for retired armed services personnel.

2. Approximately 75 percent of these preservice programs came into existence between 1950 and 1960.

3. Fifty percent of the institutions which offered separately designed preservice programs were located in 6 States and the District of Columbia which require 5 years of preparation for beginning high school teachers or a fifth year within 5 or 10 years after initial employment.

4. Seven different master's degrees were conferred upon the graduates of these programs, the most common being master of arts.

5. Student teaching was required in 134 programs and internship in 32 programs. Student teaching or internship were optional in 17 programs.

6. Only 35 percent of the graduate courses were definitely more advanced than similar courses on the undergraduate level, and 10 percent were partially more exacting.

7. On the average, 80 percent of the courses in fifth-year preservice programs were devoted to professional education. In elementary education programs, an average of 88 percent of all the courses was devoted to professional education and 69 percent in secondary education.

8. The primary function of fifth-year preservice programs for college graduates was to qualify the students for a teaching certificate, although a master's degree could also be earned in 55 percent of the programs.

Institutions Conducting Separately Designed Preservice Programs For Graduates of Liberal Arts Colleges

University of Arkansas

Alameda State College, Calif.
Claremont College, Calif.
College of Holy Names, Calif.
College of the Pacific, Calif.
Dominican College of San Rafael, Calif.
Fresno State College, Calif.
George Pepperdine College, Calif.
Los Angeles State College, Calif.
Mt. St. Mary's College, Calif.
Occidental College, Calif.
San Diego College for Women, Calif.
San Diego State College, Calif.
San Francisco State College, Calif.
San Jose State College, Calif.
Stanford University, Calif.
University of California, Berkeley
University of Southern California

Colorado State University
University of Denver, Colo.

Central Connecticut State College
Fairfield University, Conn.
Hartt College, Conn.
Hillyer College, Conn.
Southern Connecticut State College
University of Bridgeport, Conn.
Yale University, Conn.

University of Delaware

George Washington University, D.C.

Georgia State College of Business Administration

National College of Education, Ill.
Northwestern University, Ill.
Rockford College, Ill.
Roosevelt University, Ill.
School of the Art Institute of Chicago, Ill.
University of Chicago, Ill.

Anderson College, Ind.
Butler University, Ind.
DePauw University, Ind.
Goshen College, Ind.
Huntington College, Ind.
Indiana University
Valparaiso University, Ind.

Drake University, Iowa

Friends University, Kans.
Kansas State College of Pittsburgh

Farmington State Teachers College, Maine
University of Maine
Washington State Teachers College, Maine

Johns Hopkins University, Md.
State Teachers College, Frostburg, Md.

Harvard University, Mass.
Lesley College, Mass.
Mount Holyoke College, Mass.
Smith College, Mass.
Tufts University, Mass.
University of Massachusetts
Wheelock College, Mass.

Eastern Michigan University
Michigan State University of Agriculture and Applied Science
University of Michigan
Wayne State University, Mich.

Macalester College, Minn.
University of Minnesota

Northwest Missouri State College
Washington University, Mo.

University of Nevada

Newark State College, N. J.
Rutgers University, N. J.

New Mexico State University

Adelphi College, N. Y.
Bank Street College of Education, N. Y.
Canisius College, N. Y.

City University of New York
Colgate University, N. Y.
College of St. Rose, N. Y.
Columbia University, Teachers College, N. Y.
Cornell University, N. Y.
Fordham University, N. Y.
Hofstra College, N. Y.
Long Island University, N. Y.
New York University
Russell Sage College, N. Y.
St. Bonaventure University, N. Y.
St. John's University, N. Y.
St. Lawrence University, N. Y.
State University College at Albany, N. Y.
State University College at Buffalo, N. Y.

State University College at Cortland, N. Y.
State University College at Fredonia, N. Y.
State University College at New Paltz, N. Y.

State University College at Oneonta, N. Y.
State University College at Oswego, N. Y.
State University College at Potsdam, N. Y.

Syracuse University, N. Y.
University of Buffalo, N. Y.
University of Rochester, N. Y.
Wagner College, N. Y.

Duke University, N. C.
University of North Carolina

State Teachers College, Minot, N. Dak.
University of North Dakota

Kent State University, Ohio
Miami University, Ohio
Ohio State University
Ohio University
Ohio Wesleyan University
University of Dayton, Ohio
University of Toledo, Ohio
Western Reserve University, Ohio

University of Oklahoma

Marylhurst College, Oreg.
Oregon State University
Southern Oregon College

Bryn Mawr College, Pa.
Pennsylvania State University
Temple University, Pa.
University of Pennsylvania
University of Pittsburgh, Pa.

Brown University, R. I.
Rhode Island College

George Peabody College for Teachers, Tenn.
University of Chattanooga, Tenn.
Vanderbilt University, Tenn.

St. Mary's University, Tex.

University of Utah

University of Virginia

Whitworth College, Wash.

University of Wisconsin

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TEACHER EDUCATION SERIES

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE Office of Education

July 1962
OE-58007

FIFTH-YEAR PROGRAMS OF CLASSROOM TEACHER EDUCATION: A DIGEST OF THE SURVEY REPORT

By Henry Harap, Specialist for Teacher Education

In the last decade many liberal arts colleges and teachers colleges have begun to offer fifth-year programs of classroom teacher education. At the same time new types of programs, such as preservice programs for college graduates and internship programs, have spread rapidly. While it is apparent that many new and varied programs have been developed in the last decade, accurate information on emerging policies and practices has not been available.

The U.S. Office of Education therefore conducted a survey to obtain a comprehensive picture of the status of fifth-year programs of classroom teacher education. The forthcoming full report of this survey will give an account of the scope of such programs, administrative practices, students and their teaching specializations, requirements for admission to and completion of programs, a general overview of curriculum content of all fifth-year programs, and a more specific analysis of the several types of fifth-year preservice and inservice programs of classroom teacher education.

This present publication, a digest of the full survey report, contains a summary of the most significant findings and recommendations.

Background of the Survey

Growing out of preliminary discussions of the scope of the survey, a draft of the questionnaire was prepared. Following several conferences and interviews with many professors and administrators, the questionnaire was revised to clarify the objectives and correct deficiencies.

The institutions participating in the survey were selected from a basic list in the Education Directory, 1958-1959, Part 3, Higher Education, published by the U.S. Office of Education. The 462 reporting institutions consisted of 138 universities, 178 liberal arts colleges, 125 teachers colleges, and 21 other professional schools.

When the questionnaires were distributed, heads of fifth-year programs were informed that the survey was confined to programs of classroom teacher education and that it did not include nonteaching specializations, such as administration, supervision, and counseling. The survey staff suggested very definitely how programs could be identified; however, they usually accepted the identification of separate programs as reported by the respondents. Of the 2,016 fifth-year programs originally

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The following other preliminary bulletins are available upon request from the Division of Higher Education, U.S. Office of Education, Washington 25, D. C.:

OE-58001: Education Courses Taught in Fifth-Year Programs of Classroom Teacher Education in 1959-60;
OE-58002: Systematic Five-Year Programs of Teacher Education;
OE-58004: The Teaching Internship Program;
OE-58005: Teacher Preparation: 5 Year Programs (Reprint from *School Life*);
OE-58006: Fifth-Year Preservice Programs for Graduates of Liberal Arts Colleges.

recognized by the survey staff, 1,976 programs, or 98 percent, were reported by the 462 institutions participating in this survey.

The printed questionnaires distributed had been partially filled out by the survey staff on the basis of information obtained from catalogs, bulletins, and other documentary sources. Heads of programs were asked to confirm, correct, and add to the responses already entered on the questionnaire. The conversion of questionnaire responses into usable data followed the usual sequence of steps in machine data-processing, culminating in data entered on previously prepared tables.

External Requirements

The standards and incentives to graduate study of the regional associations of colleges, State departments of education, and boards of education had substantial influence on the policies of fifth-year programs of classroom teacher education.

In 1959-60, the 50 State departments of education approved 1,147 colleges and universities for the preparation of teachers; the regional associations accredited 956 institutions; and the National Council on the Accreditation of Teacher Education accredited 333 institutions.

The evaluative criteria of regional accrediting associations covered most of the policies of teacher education, including objectives, administration, curricular standards, and requirements for completion of fifth-year programs. The National Council on Accreditation of Teacher Education is a national agency whose standards were a guide to evaluative criteria covering most of the aspects of programs of teacher education on the fifth-year level.

In 1960, three States required a candidate for a high school teaching position to have completed 5 years of collegiate education; and five States required a deferred year of graduate study within 5 or 10 years after initial appointment. All fifth-year preservice programs for college graduates offered courses that ordinarily meet State requirements for a teaching certificate.

The Scope of Fifth-Year Teacher Education

The post-baccalaureate education of American teachers on the fifth-year level represents a huge national enterprise. In 1959-60, the 462 participating institutions offered 1,976 fifth-year programs of classroom teacher education in 50 States and the District of Columbia.

The number of institutions offering programs in New England was 55; in the Mideast, 87; Great Lakes, 69; Plains, 46; Southeast, 82; Southwest, 44; Rocky Mountains, 18; Far West, 58; and noncontiguous States, 3.

The total number of students enrolled in fifth-year programs, as reported in the fall of 1959, was 105,136; and in the summer of 1959, was 109,089, showing that more students were enrolled in the summer session than in the regular academic year.

In the last 20 years every successive 5-year period showed an increase in the number of new programs. Of the 1,863 programs reporting date of origin, 464 originated prior to 1940. The number of new programs introduced in each 5-year period thereafter was: 1940-44, 108 programs; 1945-49, 334 programs; 1950-54, 447 programs; and 1955-59, 510 programs. Slightly more than one-half of the fifth-year programs originated in the last decade.

Using the ratio of the number of students in fifth-year programs to the number of teachers as a rough index, it may be said that the potential demand for graduate study was large in the Southeast, Plains, and Rocky Mountains; medium in the Southwest, Great Lakes, and noncontiguous States; and fair in the Far West, Mideast, and New England.

The estimated enrollment of students in the fall of 1959, in order of frequency, was 43,401 for universities; 30,728 for teachers colleges; 29,736 for liberal arts colleges; and 1,271 for other professional schools.

The estimated summer enrollment in 1959 was 41,139 for universities; 37,663 for teachers colleges; 29,786 for liberal arts colleges; and 501 for other professional schools. The summer enrollment increased sharply over enrollment in the regular or academic year in teachers colleges, declined in universities and professional schools, and remained approximately the same in liberal arts colleges.

In 1959 there were 7,874 qualified applicants in the Nation who were refused admission; and 44,698 additional students could have been enrolled. The Southeast region, which had the largest proportionate capacity for accepting additional fifth-year enrollments, was also the region with the smallest ratio of fifth-year students to teachers in the field.

Administration of Fifth-Year Programs

The most common administrative units of fifth-year programs of classroom teacher education in all institutions were the graduate school, the division of graduate studies, and the subject department. Other units of

administrative control were the school of education, the department of education, committee on graduate studies, and graduate council.

Most institutions offered several fifth-year programs, the range being from 1 to 28. Of all the participating institutions, 21 percent offered only 1 program; 42 percent, no more than 2 programs; 32 percent, more than 4 programs; and 7 percent, more than 10 programs.

Generally speaking, fifth-year programs of teacher education were available to full-time and part-time students in the regular year and in summer sessions. The programs were open to full-time students in 91 percent of the programs, to part-time students in 87 percent, and to summer students in 93 percent. In addition, 53 percent of all the programs offered "off-campus" or extension courses. The most common practice was to limit the number of acceptable off-campus credits to 6 semester hours or 9 quarter hours.

Most fifth-year programs offered advisory services, but some respondents specifically reported the lack of staff time for the satisfactory performance of these important activities. The advisory function was performed by a member of the faculty in 77 percent of the programs; by a department head, 27 percent; by an advisory committee, 26 percent; and by other personnel, 9 percent.

The most common special services available in fifth-year programs were teacher placement, health services, financial aid, and housing. In many institutions the fifth-year program was merely a small appendage of a college, division, or other administrative unit which had no control over nonteaching benefits.

Approximately one-third of the institutions reported that they received some form of external aid in support of fifth-year programs of classroom teacher education. The chief sources of external direct aid were the Federal Government, State agencies, foundations, philanthropic organizations, and business institutes. More institutions received financial aid from the National Science Foundation than from any other single source.

The chief problems confronting the heads of fifth-year programs were lack of sufficient financial support for instruction and facilities, small enrollment and shortage of full-time students, lack of adequate teaching staff, and an inadequate number of qualified students. The plain inference is that many programs need more money, more and better students, and more instructors.

The anticipated changes reported by approximately one-fifth of the programs suggest a greater emphasis upon higher standards for admission and the addition of new programs by the liberal arts colleges; upon change in the internal organization and scope of the programs by teachers colleges; and upon curriculum revision by the universities.

Unusable returns were received from 33 programs which were to begin after June 1, 1960, the closing date of this survey. If these forthcoming programs point to new directions, it may be said that we may expect an increase in the number of programs for recent college graduates; that a majority of these programs will provide teaching internships; and that new programs will be directed mainly to the preparation of secondary school teachers.

Students and Their Teaching Specializations

An inventory of the kinds of students, their teaching levels, and their major subjects led to the identification of preservice and in-service programs; early childhood, elementary, and secondary education programs; and programs for the several broad fields of related subjects.

Fifth-year programs of classroom teacher education were most frequently available for teachers in service who were seeking self-improvement or a master's degree. Of all fifth-year programs, 86 percent were for qualified teachers; 27 percent, for teachers seeking to convert to another teaching field; 37 percent, for recent college graduates; 35 percent, for mature college graduates; and 13 percent, for fifth-year students of 5-year programs.

The available fifth-year programs included programs offered separately for each teaching level or subject major and jointly with programs for other types of students. Programs were most frequently offered for qualified teachers and for college graduates without previous professional preparation. The number of separately designed programs offered for qualified teachers seeking improvement was 959; for qualified teachers seeking to convert to another teaching field, 14; for recent and mature college graduates, 183; and for college students in the fifth year of a systematic 5-year program, 32.

Fifth-year programs of classroom teacher education were offered on all teaching levels from the kindergarten through the 12th grade; they were commonly differentiated as programs for childhood, elementary, and secondary education. Early childhood education was offered in 81 of the institutions having fifth-year programs; elementary school, in 377; junior high school, in 169; junior-senior high school, in 374; high school, in 224; and all teaching levels, in 140.

The number of programs offered on each teaching level, including both those separately

designed for one teaching level and those designed for more than one level, was early childhood education, 113; elementary school, 730; junior high school, 306; junior-senior high school, 1,201; high school, 516; and all teaching levels, 236.

When separated from multiple-level programs, the number of single-level programs available for early childhood was 19; for elementary, 263; for junior high, 22; and for secondary, 963. The number of multiple-level programs consists of the difference between the number of single-level programs and the total number of programs for each level.

Of 637 programs in general education, the number of programs offered on each teaching level was 255 for elementary education, 150 for elementary and secondary education, 148 for secondary education, 64 for early childhood and elementary education, 19 for early childhood education, and 1 for junior high school education.

Slightly more than two-thirds of the fifth-year programs offered 59 different subject specializations, ranging from agriculture to zoology. When the related subjects were combined into broader categories, it was found that, nationwide, the broad fields most frequently offered in fifth-year programs were social studies, practical arts, physical sciences, and English. When general science, biological sciences, and physical sciences were combined into one group, the science subjects were more frequently offered than any other group of related academic disciplines.

The reported frequencies of each of these broad categories were social studies, 1,047; practical arts, 849; physical science, 771; English, 687; foreign languages, 638; fine arts, 567; biological sciences, 385; mathematics, 375; health and physical education, 363; general science, 261; exceptional children, 182; and other, 74.

The sciences, mathematics, foreign languages, and health and physical education, currently considered urgent for national defense, had an adequate coverage of subject concentrations in 1959-60.

Turning from broad fields to specific subjects, the subject matter majors most frequently available in fifth-year programs were mathematics, English, music, biology, and social studies. History, chemistry, general science, and health and physical education did not fall too far behind.

The analysis of kinds of students led to a classification of four major types of programs; the review of teaching levels yielded the basic categories of early childhood, elementary, and secondary education; the overview of teaching specializations resulted in the identification of broad fields of related subjects.

Admission and Completion Requirements

The grade-point scale used in assessing the applicant's undergraduate scholastic achievement varied among the institutions and programs. Of 1,905 responding programs, 1,219, or 64 percent, used the pattern A:4; B:3; C:2; D:1; F:0; and 455, or 24 percent, used the pattern A:3; B:2; C:1; F:0.

Although these scales are not wholly comparable, it may be said that the grade-point standards for admission to fifth-year programs varied from C- to B. Approximately 85 percent of the programs on the first pattern required an average grade of C in undergraduate courses for admission to fifth-year programs. On the second pattern, 84 percent of the programs required an average grade of C+.

An evaluation of personal qualifications was reported in 37 percent of the programs. The administration of entrance examinations was reported by 42 percent of the programs. The most frequently mentioned external appraisal instruments were the Graduate Record Examination and Miller Analogies Test.

The median number of semester hours in undergraduate education courses required for admission was 17 semester hours; in the candidate's major subject the median was 23 semester hours.

The quality of the student's work as measured by his grades was the basis for the elimination of unsatisfactory students in 78 percent of the programs. It was the most common institutional policy to ask a student with an average grade that fell below a B to withdraw.

Only 144 of the programs, or 7 percent, had made some provision for credit by examination in lieu of course work. Only 31 of these programs reported that credit could be gained in any of the courses by passing an examination. In the remaining 113 programs, the acceptance of credit by examination had limited application to kinds of courses or conditions.

Upon completion of the fifth-year program, the formal recognition given to the student was a degree, recommendation for certification, or both. The formal recognition given upon completion of 91 percent of the responding programs was the granting of a master's degree. Approximately 60 percent of the degree programs awarded a professional degree; and 40 percent, an academic degree. Slightly more than 32 percent of the programs

culminated in recommendation for certification. Only 170 programs, or 9 percent, terminated exclusively in certification; and 13, or .7 percent, in a bachelor's degree.

The minimum grade-point average required for the completion of a fifth-year degree program varied from C- to B. A minimum requirement of C+ was reported by 86 percent of the programs which used the grade equivalents of A:4; B:3; C:2; D:1; F:0 and by 90 percent which used A:3; B:2; C:1; F:0.

Twenty percent of the programs required the student in fifth-year programs to write a thesis, and 7 percent required the student to report on a project. A number of other forms of independent study requirements or options were reported by 184 of the programs, or 9 percent. Three times as many programs with 20 or fewer students required a thesis as did programs with more than 20 students. The average number of semester hours earned for the writing of a thesis was 4.3 and for reporting the results of a project, 2.3

Student teaching was not a part of 67 percent of the programs, nor was internship teaching of 92 percent. The average number of credit hours earned for student teaching was 5.7 semester hours and for internship teaching, 5 semester hours.

The administration of a comprehensive examination upon completion of the program was reported by 77 percent of the responding programs. Of the comprehensive examinations 37 percent were written; 23 percent were oral; and 40 percent were written and oral examinations.

Analysis of Fifth-Year Curriculum Content

Intellectual growth, cultural breadth, and professional competence were widely accepted aims of fifth-year programs. Approximately four-fifths of the courses in all the programs were predominantly more advanced than similar courses on the undergraduage level.

The fifth-year programs of classroom teacher education, considered as a whole, put slightly more emphasis on professional courses than on subject matter. However, the degree of emphasis varied with the type of program and type of student it served. The separately designed programs for qualified teachers put the same emphasis on professional courses as on subject matter; the preservice programs put greater emphasis on professional courses. The programs in elementary education put major emphasis on education courses; the programs in secondary education divided the emphasis between the teaching field (major subject) and education courses. There has been a gradual trend toward greater emphasis on subject matter and a declining emphasis on professional courses in the last 10 years.

The education course titles which appeared most frequently were educational psychology, special methods of teaching, educational research, measurement and statistics, philosophy of education, and guidance. Educational research was a very important part of graduate teacher education on the fifth-year level despite the decline in the requirement of a thesis.

Although informal, continuous evaluation was fairly common, intensive appraisal of fifth-year programs was unusual. Slightly more than 1 percent of the programs were engaged in large-scale curricular experimentation.

Analysis of Specific Types Of Programs

Eight specific types of fifth-year programs were identified from the data received. A more specific analysis of these types is given below.

Fifth-Year Programs for Qualified Teachers

Responses were received from 567 programs which were specifically designed for qualified teachers. The graduate school was the most common unit responsible for the administration of these programs for qualified teachers. The proportional distribution of administrative authority was in the graduate school, 38 percent of the programs; division of graduate studies, 18; subject department, 18; school of education, 12; and other units, 14.

The undergraduate prerequisite in the student's major ranged from 0 to 85 semester hours, the median being 24 semester hours. The median undergraduate requirement for each of the major groups was the arts, 44; the practical arts, 24; health and physical education, 23; academic subjects, 22; education, 18; and special education, 12.

The formal recognition given upon completion of the course of instruction in 552 responding programs was a professional degree in 58 percent of the programs, an academic degree in 40 percent, and a professional or academic degree in 2 percent. An academic degree was awarded most frequently in programs for teachers of academic subjects; the professional degree was awarded in at least a majority of programs for teachers in other broad fields, such as business and commerce, exceptional children, and physical education.

Nearly 99 percent of the programs for qualified teachers required a grade of B for graduation; and 1 percent, an average grade of C.

A thesis was required in 30 percent of the programs and optional in 59 percent. A project was required in 16 percent of the programs and optional in 21 percent. The number of credit hours earned for the writing of a thesis ranged from 0 to 8, with an average of 4 semester hours; for the completion of a project, from 0 to 6, with an average of 2 semester hours.

In 81 percent of 558 responding programs, the student was required to pass a comprehensive examination. Of the responding programs 29 percent required written examinations; 23 percent, oral; 27 percent, written and oral; and 2 percent, other forms of examinations.

Of 565 programs for qualified teachers, 32 percent stressed professional courses; 29 percent emphasized subject matter; and 39 percent put equal emphasis on professional education and subject matter. Thus it may be said that the programs for qualified teachers put only a slightly greater emphasis on professional courses than on subject matter.

Of 120 responding programs in general education, 70 percent awarded a professional degree; 29 percent, an academic degree; and 1 percent, a professional or academic degree. The respondents reported that 65 percent stressed professional courses, 3 percent emphasized subject matter, and 32 percent put equal emphasis on professional courses and subject matter. The programs in secondary education put proportionally greater stress on professional courses than those in elementary education.

Of 125 responding programs in academic subjects; 60 percent awarded an academic degree; 38 percent, a professional degree; and 2 percent, a professional or academic degree. With the exception of science, the majority of programs in academic subjects terminated in an academic degree. The majority of the programs in academic subjects put greater emphasis upon subject matter; the programs in foreign language and science were relatively more subject centered; and those in social studies and English, relatively less subject oriented.

Of 95 responding programs in the arts reporting type of degree, 61 percent awarded a professional degree; and 39 percent, an academic degree. This distribution applied roughly to the programs in music and art. Of 96 responding programs in the arts reporting program emphasis, the respondents reported that 48 percent stressed subject matter, 6 percent emphasized professional courses, and 46 percent put equal emphasis on professional courses and subject matter.

Of 133 responding programs in the practical arts, 56 percent awarded a professional degree; 40 percent, an academic degree; and 4 percent, a professional or academic degree. In the broad category of practical arts, the respondents reported that 34 percent stressed professional education, 14 percent emphasized subject matter, and 52 percent put equal emphasis on professional courses and subject matter.

Of 30 responding programs in health and physical education, 73 percent awarded a professional degree; and 27 percent, an academic degree. The respondents reported that 23 percent of the programs in health and physical education stressed professional courses, 13 percent emphasized subject matter, and 64 percent put equal emphasis on professional courses and subject matter.

Of 48 responding programs in special education, 67 percent awarded a professional degree; 27 percent, an academic degree; and 6 percent, a professional or academic degree. The respondents reported that 73 percent of the programs in special education stressed professional courses, 6 percent emphasized subject matter, and 21 percent put equal emphasis on professional courses and subject matter.

The programs in general education, academic subjects, the arts, the practical arts, health and physical education, and special education often tended to be restricted, specialized, and overlapping in content. There was a lack of evidence of curriculums designed to broaden the student's cultural background.

The function of most programs specifically designed for teachers who wished to change positions was confined to the transfer from elementary to secondary school teaching and the reverse. These programs put equal emphasis upon professional courses and subject matter.

Fifth-Year Preservice Programs

The fifth-year preservice programs for recent and mature college graduates took five special forms: Internship teaching, certification, Master of Arts in Teaching, intensive training program, and programs for retired armed services personnel.

Approximately three-fourths of fifth-year preservice programs came into existence between 1950 and 1960. Fifty percent of the institutions which offered separately designed preservice programs were located in six States and the District of Columbia which required 5 years of preparation for beginning high school teachers or a fifth year within 5 years or 10 years after initial employment.

Seven different master's degrees were conferred upon the graduates of these programs, the most numerous being master of arts. Student teaching was required in 134 programs; and internship, in 32 programs. Student teaching or internship was optional in 17 programs.

Only 35 percent of the graduate courses were definitely more advanced than similar courses on the undergraduate level, and 10 percent were partially more exacting.

On the average, 80 percent of the courses in fifth-year preservice programs were devoted to professional education. In elementary education programs an average of 88 percent of all the courses were devoted to professional education; and in secondary education, 69 percent.

The primary function of fifth-year preservice programs for college graduates was to qualify the students for a teaching certificate, although a master's degree could also be earned in 55 percent of the programs.

Teaching Internship Programs

The fifth-year internship teaching program is of fairly recent origin, the most rapid expansion coming in the last decade. Seventy percent of the programs which required internships were clustered in States which required 5 years of preparation for a beginning high school teacher or a deferred fifth year of study.

The primary purpose of the fifth-year internship programs was to prepare the student to qualify for a provisional or permanent teaching certificate. However, in a majority of these programs, the student also was awarded a professional or academic degree.

The internship teaching programs were most frequently (81 percent) designed for recent and mature college graduates who had had no previous professional preparation.

Practice teaching prior to internship was a requirement of a minority (29 percent) of the programs. The duration of internship teaching varied from one to six semesters. Two semesters was the requirement in 25 programs; and one semester, in 7 programs.

In 80 percent of the cases, no more than approximately 30 semester hours were required to complete the internship program of studies. The amount of academic credit given for the teaching segment of the program varied widely, the number of semester hours extending from 0 to 14.

Many school districts found that it was advantageous to cooperate with colleges in conducting internship programs. They not only paid the salaries of the interns, but also shared in the supervisory responsibilities and sometimes in planning.

The college supervisor was the central figure in the guidance of the intern. He frequently directed a concurrent seminar and shared supervisory functions with a cooperating teacher in the school district.

Some internship programs did not provide for the intensive guidance of the intern. Inadequate supervision of internship teaching deprived the intern of the continuous guidance of a cooperating teacher or college supervisor during the difficult first year of teaching.

Certification Programs for Recent and Mature College Graduates

The primary purpose of fifth-year certification programs was to prepare college graduates who had had no education courses to qualify for a teaching certificate. These programs were conducted more frequently in liberal arts colleges than universities and teachers colleges. The most common credit-hour requirement for the completion of a certification program was 30 semester hours.

On the average, 86 percent of the separately defined certification programs was devoted to professional courses; 12 percent, to subject matter; and 2 percent, to electives. According to the respondents, 61 percent of the graduate courses were no different from similar courses offered on the undergraduate level.

Master of Arts in Teaching Programs

In 1959-60, 28 programs were identified which conformed to the basic policies of the Master of Arts in Teaching plan. Of this number, eight programs had received a grant from the Ford Foundation; and two, from other sources. Salary payments to interns reported by five programs were an indirect source of financial aid.

It was the primary purpose of the Master of Arts in Teaching program to prepare college graduates with a strong background in liberal arts for a teaching position in a secondary school. However, the programs of a substantial minority were sufficiently flexible to admit practicing teachers and students in elementary education. In recent years many programs have sought to increase their subject-matter concentration; but this has been only partially attained, since slightly greater emphasis on professional courses was reported by these programs.

Several universities followed a policy of joint education-academic professorships; several assigned academic instructors to teach the courses in education. The graduate emphasis was more pronounced in Master of Arts in Teaching courses than in comparable courses of other types of fifth-year preservice programs.

The most common education courses taken by the student were supervised student teaching, educational psychology, and special methods of teaching. Internship teaching was an integral part of 27 percent of the programs, an excellent beginning in this direction.

The basic principles underlying the distinctive plan of preparation of teachers leading to the degree of Master of Arts in Teaching were only partially applied in actual practice.

Intensive Programs for College Graduates

The intensive programs were created to attract graduates of liberal arts colleges into the teaching profession. Usually the recruit began to teach after a summer of intensive preparation. Following the summer, the student was employed as a full-time teacher, taking additional courses in the evening, Saturday, and summer classes until he was fully qualified for a teaching certificate. In some cases the intensive program also led to a master's degree.

Preservice Programs for Retired Armed Forces Personnel

A few institutions of higher education provide programs designed specifically for armed forces personnel; others offer extension courses in locations near military or naval stations; and some institutions make room for armed forces personnel in programs designed for all recent and mature college graduates who have not had prior professional training for teaching.

Systematic 5-Year Programs for Teachers

Nearly three-quarters of the 5-year programs reported in this study were concentrated in States which required an unbroken sequence of 5 years or a fifth year of preparation within a specified period after initial employment. The major function of 77 percent of the 5-year programs was to prepare students to qualify for a State teaching certificate. While the 5-year programs were designed for all teaching levels, nearly 70 percent of these programs were for potential secondary school teachers.

In most programs designed specifically for students in continuous and coherent 5-year programs of preparation for teaching, the fifth year was the logical sequel of the 4 preceding years. The substance of the fifth year of programs for potential secondary school teachers was a continuation of the courses in education and in the student's teaching major.

In spite of widespread professional endorsement of the plan, the State authorities have been slow to adopt the requirement of 5 years of preparation for the certification of the beginning secondary school teacher; and no State has imposed a 5-year requirement on the beginning elementary school teacher.

Whether the 5-year integrated curriculum should be broken or continuous is an unsettled issue. Some authorities agree that it should consist of 5 consecutive years, while others maintain that it should be broken at the end of the fourth year by at least one year of teaching experience. If the action taken by State authorities is any indication of the direction which standards of certification will go, then the trend is toward the requirement of a fifth year of study within 5 or 10 years after teaching is begun.

The slow progress of State adoptions and the small number of participating institutions indicate a gradual rather than a rapid expansion of 5-year, preservice programs specifically designed for the beginning teacher.

Recommendations

1. The number of available programs for the several teaching levels and subjects was unevenly distributed among and within regions and States. Using the regional associations of colleges as the coordinating agency, the heads of teacher education in the constituent institutions should plan and possibly agree upon a reasonable distribution of centers of specialization needed for the professional advancement of teachers. For the same reason, in each State the councils of teacher education should develop a plan of allocation of specialized fields of teacher education among the institutions.

2. In spite of intensive recruitment techniques reported by the fifth-year programs, approximately three-quarters of the teachers of the Nation have not yet completed the requirements of a master's degree. The colleges and universities thus have an opportunity to assume their share of responsibility to stimulate teachers to pursue advanced

study not only by recruitment campaigns, but, what is more important, by the improvement of the quality of their offerings.

3. The proliferation of fifth-year programs within an institution presents a challenge to reexamine the need for the number of different programs. Consideration should be given to a reduction in the number of variables upon which the programs are based and to the consolidation of related programs.

4. Approximately 75 percent of the fifth-year programs had an enrollment of 10 or fewer part-time students in the regular school year. To overcome the shortcomings of small enrollments and inadequate faculties of many fifth-year programs, particularly those designed for inexperienced college graduates, the neighboring institutions in appropriate geographic areas should offer joint programs until they build the resources independently to conduct satisfactory programs.

5. The diffusion of administrative control of fifth-year programs in an institution led to excessive diversity of requirements and curricular emphases. There is a need for closer coordination of control and policy making among the units which administer the institution's several programs. Although the schools, divisions, and departments should retain considerable independence, the administrative control of fifth-year programs should be simplified and unified.

6. Some institutions necessarily offered programs that were largely the same for the teacher in training and the teacher in service. As the number of college graduates desiring to prepare for teaching increases, these institutions should offer a separate program specifically designed to meet the needs of the potential teacher who has had no previous professional training.

7. Only one-fourth of the 104 representative catalogs contained a statement of identifiable goals. The absence of objectives suggests that many programs are planned and course sequences are formulated without reference to carefully determined goals. The development of the curriculum of all fifth-year programs should begin with the determination of broad aims.

8. The decision to raise the requirements for admission was reported by many respondents. The instructional improvement of fifth-year programs depends upon the quality of the students. All institutions should review such policies and procedures as the applicant's record of scholarship, the undergraduate prerequisites, and scores on entrance examinations. Admission to fifth-year programs should be restricted to those applicants who are competent to pursue graduate studies.

9. The fifth-year programs often tended to be restricted, specialized, and overlapping in content. The institutions should reexamine the curriculums of all the programs in the light of the widely accepted aims of intellectual and cultural growth. The fifth-year programs for teachers should contribute not only to their professional, but also to their personal growth. The curriculum in each field of specialization should include some of the contributory arts and sciences as well as general studies.

10. The proper balance between scholarship and professional competency cannot always be answered categorically, but the slightly minor role of subject matter in the programs for qualified teachers challenges all faculties to reexamine the courses of study of fifth-year programs of classroom teacher education.

11. The multiplicity of education courses suggests the need for a cooperative analysis of the common elements in the courses offered by each program to provide a more effective division of labor among instructors of related subjects, a more logical organization of courses, the elimination of unproductive effort, and the enrichment of education courses.

12. The decline of the thesis requirement should not mean the abandonment of the role of research in fifth-year programs of classroom teacher education. The majority of the courses should give the student an opportunity to make a minor study of a problem encountered in teaching or in a field of knowledge. Greater emphasis in all courses should be put on the cultivation of the will to investigate, to experiment, and to test the validity of what is taught.

13. The study revealed that there was no standard practice among the participating institutions regarding the taking of examinations in lieu of required course work. These practices varied from the granting of credit, applicable on total credit requirements, for successful passing of an examination to permission only to substitute another course for the required course in which the applicant had successfully passed the examination. To eliminate wasteful repetition and and to add to the student's intellectual growth, the institutions should adopt this latter policy of permitting the student to substitute

an advanced course or a professional or content elective for the required course in which he has successfully passed an examination.

14. The majority of the internship teaching programs reported that student teaching was not a part of their programs. The intern should have at least 4 weeks of practice teaching before he encounters the difficulties of a beginning teacher.

15. More colleges and universities should make arrangements with school districts for the payment of the beginning salary to intern teachers. The expansion of internship programs will depend upon the willingness of more school districts to assume their share of the financial support of internship teaching.

16. The final year of the unified 5-year program of professional preparation should be preceded by 1 year of fully responsible teaching. The fifth year should be prescribed only within the broad limits of liberal, specialized, and professional studies. The student's particular course of study should be adjusted to his particular professional needs.

17. Some of the regional accrediting agencies have begun to prepare statements for the self-evaluation of graduate work in teacher education. Since fifth-year programs are in a transitional stage, the regional accrediting agencies should form committees to study fifth-year graduate programs of teacher education for the purpose of developing general principles for the evaluation of graduate work in teacher education and for the guidance of visiting committees.

18. Although informal, continuous evaluation of fifth-year programs was fairly common, the number of institutions engaged in a comprehensive appraisal of fifth-year programs was very small. The colleges and universities relied extensively on the prodding of accrediting agencies. In this period of transition in teacher education, there is need for more intensive appraisal of the variety of formative programs before they harden and become more resistant to change. The evaluation should be an objective assessment involving the faculty, students, and graduates; it should include an examination of goals, admission requirements, administrative policies, and curriculum.

19. There is a particularly urgent need for more intensive evaluation to determine the effectiveness of the recently created preservice programs for graduates of liberal arts colleges.

20. Few institutions conducted an experimental program designed for the purpose of a major redirection of administrative or curricular polices. There is now a greater need for large-scale curricular experimentation with built-in provision for rigorous evaluation of the results.

Division of Higher Education

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TEACHER EDUCATION SERIES

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE Office of Education

November 1961
OE-58004

THE TEACHING INTERNSHIP PROGRAM

By Henry Harap, Specialist in Teacher Education

This study of internship teaching is one segment of a survey of fifth-year programs of classroom teacher education to be published later. Unlike the comprehensive survey involving many different kinds of programs, the present report is confined to 48 programs in which internship teaching was required of all students. Although 98 additional programs were identified in which internships were available but not required, they were deliberately excluded in order to eliminate irrelevant elements of programs for practicing teachers.

The teaching internship is an offshoot of fifth-year programs designed to prepare college graduates without previous professional preparation for a teaching position. The intern receives a stipend which enables him to support himself for an additional year of higher education devoted specifically to professional preparation for teaching.

The term internship as used in this study refers to paid, full-time teaching which is an integral part of the professional preparation of the student. The source of compensation for teaching may be a school system, a foundation, or an educational institution. It is assumed that some professional preparation preceded the teaching internship, although a few exceptions have been included in this study.

The Development of Internship Programs

In historical perspective the fifth-year internship program for classroom teachers is a fairly recent educational development. A pioneering internship program for classroom teachers was begun by the University of Hawaii in 1934 with nominal compensation. Over the years the remuneration has increased and is now equivalent to the salary paid a beginning teacher with 4 years of college education.

An internship plan was established by 8 state teachers colleges in New York in the period from 1945 to 1949 in order to relieve the shortage of elementary school teachers. This so-called Intensive Teacher Training Program was directed to the recruitment of the graduates of liberal arts colleges without previous professional preparation.

The rapid expansion of programs which require internship teaching took place in the decade beginning at midcentury. The most intensive surge of internship teaching occurred between 1955 and 1960 when nearly two-thirds of the programs analyzed in this study came into being.

A comparison with the results of a study made by Lindley Stiles[1/] in 1945 shows that the number of universities offering teaching internships has slightly more than doubled in the last 15 years. Stiles reported that 18 participating universities had made provision for internships compared with the 37 universities in this report which offered or required internship teaching in 1959.

A Typical Internship Program

Before the quantitative analysis of questionnaire responses and other documentary evidence, a brief description of a typical internship program conducted by a participating institution seems in order. For example, the Graduate Program in Elementary Education conducted by Goucher College is designed to prepare women graduates of liberal arts colleges for teaching in the elementary schools. The candidate for admission must be a graduate of an accredited liberal arts college with a good scholastic record, show evidence of interest in children, and plan to teach.

A presession of 4 weeks in September and an academic year of 2 semesters make it possible for a student to earn the degree of Master of Education and, during the second semester, a salary as a teaching intern. Three courses (Child Development, Curriculum, and Observation) are taken during the presession; 6 courses (Child Development, Curriculum, Art and Music for Children, Development of Education in the United States, Seminar, and Student Teaching) during the first semester; and concurrently with the internship, 1 course (Seminar) during the second semester.

The presession courses in Child Development and Curriculum meet daily, Monday through Friday; the Observation course meets in accordance with the schedule of classes in the Baltimore City and County Schools. Except for student teaching, first semester classes meet weekly or twice weekly during the first 12 weeks; student teaching is arranged for the last 3 weeks of the semester, following first semester examinations.

As an intern, a student assumes full responsibility for a classroom in the Baltimore City or County Public Schools during the second semester, earning a salary of $2,100. Each intern is guided by a selected, well-qualified cooperating teacher who usually teaches a class in the same school; additional assistance is provided by the Baltimore City and County school systems through their usual channels of supervision. Members of the Goucher College graduate staff also supervise the interns. So that the student may have his days free for teaching, the second semester Seminar meets on Friday nights.

At the end of the college year, the degree of Master of Education is awarded to students who have successfully completed the 30 semester hours of course work and the internship.

Analysis of Internship Teaching Programs

In the detailed analysis, 48 separately designed internship programs offered by 37 colleges and universities are included. The geographic distribution of these programs shows that 26 of the 37 institutions were concentrated in states which require 5 years of preparation for a beginning high school teacher or a fifth-year within 5 or 10 years after initial employment. In these states, 7 institutions in California offered 11 programs; 15 institutions in New York offered 20; 2 institutions in Maryland offered 2; and 1 institution each in Connecticut and Oregon offered 1. The remainder of the internship programs were conducted by institutions situated in 11 widely separated states.

The internship programs were fairly evenly distributed among universities, liberal arts colleges, and teachers colleges,

1/ Lindley J. Stiles, "Internships for Prospective High-School Teachers Being Trained in Universities," Journal of Educational Research 39:665, May, 1946.

with universities conducting 12 programs; liberal arts colleges, 14; and teachers colleges, 11. With two exceptions all of the internship programs in teachers colleges were conducted by institutions in New York State.

The programs were most frequently designed for college graduates who were seeking to qualify for classroom teaching, but internship teaching was also required in programs for qualified teachers and students in the fifth year of a systematic 5-year preparatory program. Of the 48 internship programs, 39 were offered to recent and mature college graduates without previous professional preparation but qualified teachers were also permitted to enroll in 8 of these programs; 5 programs were designed specially for college students in the fifth year of a systematic 5-year program; and 4 programs were designed exclusively for qualified teachers seeking self-improvement or planning to convert to another teaching field.

The programs were designed for all teaching levels from early childhood to the senior high school. On the early childhood level, 2 programs were offered; on the elementary school, 11; on the early childhood and elementary school, 10; on the junior high school, 3; on the junior-senior high school, 14; on the high school, 1; and on all school levels, 7.

Diversity of Curriculum Patterns

None of the internship programs departed sharply from the normal graduate student's load of 30 semester hours. However, there was a surprisingly wide variation in the amount of academic credit given for the teaching experience, with the number of semester hours ranging from 0 to 14. It was the policy in 23 programs to award the student no credit for his teaching apprenticeship. The remaining 25 programs allowed from 3 to 14 semester hours of credit, the most common amount being 6.

The distribution of the number of credits earned in education, the teaching major, general studies, and electives was reported by 85 percent of the internship programs. Of all the courses required for completion of the program, the proportion of credit hours devoted to courses in education, as reported in 39 programs, ranged from 18 percent to 100 percent, with an average of 74.4 percent. In other words, the internship programs were predominantly professional. It is interesting to note that the internship programs of 7 institutions consisted wholly of professional courses.

The proportion of credit hours devoted to the student's teaching field, as reported by 21 programs, ranged from 10 percent to 82 percent, with an average of 32 percent of the courses in the total curriculum.

Only 4 programs reported a specified allotment of credit hours in the total course of study to general studies. The percentage of credit hours devoted to the arts and sciences ranged from 10 percent to 37 percent, the average being 19.8 percent.

A provision for electives was reported by 11 programs, with the number of credit hours allotted to electives ranging from 10 percent to 34 percent and averaging 22.5 percent. Since the fifth-year internship programs were about equally available to students in elementary and secondary education, the elective courses were probably intended to permit the student to meet the requirements in professional content courses or in the teaching major.

Seventy-three percent of the programs were exclusively for preservice candidates, that is, students without previous teaching experience. Consequently, only 3 programs required a thesis; 2 programs required a project; and 1 program required a thesis or a project. In other words, only 13 percent of the internship programs included the requirement of a thesis or a project. In addition, a thesis was optional in 7 programs and a project was optional in 4.

As formal recognition upon completion of internship programs, 20 programs led to recommendation for state certification;

11, to recommendation for certification and academic degree; 11, to recommendation for certification and professional degree; 3, to a professional degree; 2, to an academic and a professional degree; and 1 program, to an academic degree.

A consolidation of these responses shows that the primary purpose of the internship program is to prepare the student to qualify for a provisional or permanent teaching certificate. Of the 48 internship programs, 42 programs were designed for candidates seeking to meet the requirements for certification. However, an academic or professional degree was combined with certification upon completion of 22 of the programs. Only 6 programs led exclusively to a degree, academic or professional.

Supervised Student Teaching

Whether a period of student teaching should precede an internship appears to be an issue upon which opinion, as reflected in the policies of internship programs, is divided. The overwhelming majority of programs, 71 percent to be exact, reported that student teaching was not a part of their programs. On the other hand, 29 percent of the programs proceeded on the principle that the intern who has not had practice teaching is not ready to assume full teaching responsibility. The programs which involved more than one semester of internship usually made student teaching available during the summer preceding the first year of responsible teaching. The intern at the University of Arkansas was on limited pay during the first 2 months, which were devoted primarily to student teaching.

Some programs that did not require a prior period of student teaching, introduced the intern informally by means of observation and participation in classroom teaching. For example, 2 institutions offered a course in which the students met with children daily.

The programs which do not require student teaching proceed on the assumption that an internship is a semester or year of apprenticeship during the early weeks of which the intern receives the intensive guidance of a college supervisor and a cooperating teacher which is comparable to the help given to student teachers. This assumption may not always be borne out by practice. The intern should preferably have at least 4 weeks of practice teaching prior to his internship. If this is not feasible, then the first month of the internship should be devoted primarily to teaching with the intensive guidance of a cooperating teacher commonly associated with practice teaching.

Cooperation of School Districts

Many school districts have found it expedient and productive to cooperate with colleges and universities in maintaining an internship program. The joint venture gave the school district a new source of potential recruits. For example, the director of the program at Goucher College reported that some of the graduates of its internship program subsequently remained in the city or county school systems. School administrators pointed out that the internship program gave the potential teacher experience in the school system in which he would teach, particularly if he was a local resident. They felt that it was an effective means of helping the intern to get over the first difficult year of teaching. Some school boards cooperated with colleges because they wished to contribute their share to the professional preparation of teachers.

Illustrating the joint responsibility of school and college for an unusually cooperative internship program is the following quotation from a prospectus prepared by the Claremont Graduate School.

> Admission into the program and continued participation in it are determined cooperatively by the Graduate School and school district personnel. ... The students teach under joint supervision of school district and college for a full year. ... A spring observation-participation period is conducted for the most

part in the sponsoring school district. ... The participant is paid a salary by the school district and he acts as a full-time teacher on a school staff. ... Students stay in a group. Instructors come to the group to conduct seminar studies in their fields of specialization. Continuity throughout the year is provided by permanent assignment of four faculty members at the Graduate School and by school district assignment of a member of their staff to oversee the conduct of the program in the school district.

At least 31 or 87 percent of the institutions included in this study specified that a salary was paid during an internship by a cooperating school system. This is not to imply that only 31 school districts entered into cooperative arrangements for the employment of interns, since some institutions assign their interns to a number of communities. For example, the Cooperative Program in Teacher Education at Duke University made arrangements for a year of paid internship teaching with 8 cooperating public school systems in North Carolina and Virginia. In some instances, the cooperation of the school district was only nominal since the teacher had to take the initiative in finding a teaching position.

An analysis of sources of external financial aid, in addition to the assistance of school districts, showed that 8 programs had received grants from the Ford Foundation, some of which were used for the payment of stipends to the interns. With due regard for the contribution of the foundations, the expansion of internship programs will depend on the willingness of more school districts to assume their share of the financial support of internship teaching.

Duration of the Internship

The length of time devoted to an internship varied from 1 to 6 semesters. The duration of internship teaching was 1 semester in 7 programs; 2 semesters in 25 programs; 4 semesters in 15 programs; and 6 semesters in 1 program. Although the intern at Temple University was actually required to complete 3 years of teaching, only the first year of this period was intensively supervised.

The requirement of 4 semesters, that is, 2 years of teaching, was confined to New York State, and the candidate was issued a temporary teaching certificate after he completed a first summer of study. The student then had 5 years in which to complete the requirements for the permanent teaching certificate, but for purposes of institutional approval, he had to present evidence of only 2 years of successful teaching.

Although the internship in the colleges of New York State does not conform to the common pattern, it is consistent with most of the basic criteria of internship teaching. The program was conducted by an institution of higher learning; the internship was full-time with full pay; and it involved a full academic year of study which, with additional course credits, might lead to a master's degree.

Supervision of Interns

Ideally, the internship program provides a cooperating teacher, a college supervisor, and a concurrent seminar. Only 5 programs were identified that included these three components. Where supervision is provided, it may consist of any one of these factors or a combination of them.

For the guidance of the interns, six institutions provided a college or university supervisor; 6, a concurrent seminar dealing with interns' teaching problems; 4, a college supervisor and cooperating teacher; 3, a cooperating teacher; and 2, a college supervisor plus a seminar. The State Colleges of Education in New York have not been able to obtain the needed funds to provide supervisory help for the candidates (interns) in their Intensive Teacher Training Programs.

Reclassifying these combined frequencies of the distinct types of supervision,

it may be said that 17 institutions provided supervision of interns by college personnel; 13, a concurrent seminar on teaching problems; and 12, supervision by a cooperating teacher appointed by the school district.

The college supervisor was the central figure in the guidance of the intern. He frequently conducted a concurrent seminar and shared his supervisory functions with a cooperating teacher in the school district. For example, Canisius College, according to a report published in 1960, had 29 internship centers. The supervision of interns was conducted jointly by the College and the school district. The majority of the students in the internship centers worked with cooperating teachers. The college supervisor visited the classroom and, when possible, discussed his observations with the beginning teacher. When the student came to the college campus for the weekly seminar, the supervisor could discuss his observations more freely.

The ratio of college supervisor to number of interns was not studied but one respondent reported that his institution provided one college supervisor to 16 interns and that the same supervisor was responsible for 6 hours of teaching. In the respondent's words, "Ideally, funds should be provided for about one college supervisor to each four interns; possibly, a one-to-eight ratio is feasible." In his opinion, there is a need to develop suggested standards for internship programs.

As was pointed out earlier, some programs did not assume responsibility for the intensive guidance of the intern. Inadequate supervision of internship teaching may be excusable in an emergency, but the security of the intern and the welfare of the pupil dictate that the novice should have the continuous guidance of a cooperating teacher or college supervisor during the whole of the first difficult year of teaching.

Summary

The fifth-year internship teaching program is of fairly recent origin, the most rapid expansion coming in the last decade. Seventy percent of the programs which required internships were clustered in states which required 5 years of preparation for a beginning high school teacher or a deferred fifth year of study.

The primary purpose of the fifth-year internship programs was to prepare the student to qualify for a provisional or permanent teaching certificate. However, in a majority of these programs, the student also was awarded a professional or academic degree.

The internship teaching programs were most frequently (81 percent) designed for recent and mature graduates of colleges of liberal arts who had had no previous professional preparation.

Practice teaching prior to internship was a requirement of a small minority (29 percent) of the programs. The duration of internship teaching varied from one to six semesters. A period of two semesters was the requirement in 25 programs and one semester in 7 programs.

In 80 percent of the cases, it required no more than approximately 30 semester hours to complete the internship program of studies. The amount of academic credit given for the teaching segment of the program varied widely, the number of semester hours extending from 0 to 14.

Many school districts found that it was advantageous to cooperate with colleges in conducting internship programs. They not only paid the salary of the interns but also shared in the supervisory responsibilities and sometimes in planning.

The college supervisor was the central figure in the guidance of the intern. He frequently directed a concurrent seminar and shared supervisory functions with a cooperating teacher in the school district.

Recommendations

The intern should always have a period of practice teaching before he encounters the difficulties of a beginning teacher. By the same token, the intern should have the continuous help of a competent advisor during the whole of his apprenticeship.

During this, the formative period for internship teaching programs, it would be helpful to create a forum of institutional representatives for the exchange of experiences and mutual guidance in the improvement of internship teaching programs.

Colleges and universities should make an increased effort to make arrangements with school districts for the payment of the beginning salary to intern teachers.

Institutions Which Conducted Programs with an Internship Requirement

Adelphi College, N. Y.

Bank Street College of Education, N.Y.

Brown University, R.I.

Canisius College, N.Y. 2/

Claremont Graduate School, Calif.

Colgate University, N.Y.

Duke University, N.C.

Eastern Montana College of Education

Fordham University, N.Y.

Goucher College, Md.

Harvard University, Mass.

Hillyer College, Conn.

Hofstra College, N.Y.

Immaculate Heart College, Calif.

Johns Hopkins University, Md.

Kent State University, Ohio

Long Island University, N.Y.

Occidental College, Calif.

Oregon State College

St. Johns University, N.Y.

San Diego State College, Calif.

San Jose State College, Calif.

Southern Illinois University

Stanford University, Calif.

State University College at Cortland; at Fredonia; at Geneseo; at New Palz; at Oneonta; at Oswego; at Plattsburgh; at Potsdam, N.Y.

Temple University, Pa.

Trenton State College, N.J.

University of Arkansas

University of California

University of Hawaii

Washington University, Mo.

2/ The data pertaining to Canisius College were omitted due to an error in coding which was discovered after the tabulation was completed.

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